Assignment Sheet

Fall 2007

Text: <u>Mathematics For Elementary Teachers</u>, 7th ed by Bennett and Nelson, McGraw Hill (2007).

| Lesson | Section | Assignments | |
|--------|---------|--|--|
| 1 | 1.1 | p 3: problem opener; p 13: 4,12,26 (Write <u>detailed explanations</u> for all.) | |
| 2 | 1.1/1.2 | p 14: 6,10,11,21,22,28; p 33: 31,45,48 | |
| 3 | 1.2 | p 30: 2,4,5,8,9,16,17,26,27,46,52 (Bring attribute pieces to class next time.) | |
| 4 | 2.1 | activity book p 24: 5,6,7 | |
| 5 | 2.1 | p 73: 9,10,11ab,12ac,13,14,15a,16b | |
| 6 | 2.1 | p 73: 11c,12b,15b,16a,17-28 | |
| 7 | 3.1 | p 138: 3,4,5,15,16,17,18 | |
| 8 | 3.1 | p 124: math activity #1-4; p 138: 7-12 | |
| 9 | 3.1 | p 138: 13,14,22,23,28acd,29bcd | |
| 10 | 2.1/3.2 | p 74: 31-34; p 161: 43,45 | |
| 11 | 3.1 | p 139: 20,21 (omit reference to two different ways for 20,21),26,27,38,40,42 | |
| | | Print out "subtraction" handout from the web and bring to next class. | |

Exam 1: Monday, September 17, 2007 7:00 PM in LILY 1105

| 12 | 3.2 | supplemental assignment #12 from web |
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- 13 3.2 p 158: 3-6; p 210: 5 (be sure to make sketches of pieces)
- 14 3.2 p 158: 7,8,13,14,20,22,50
- 15 3.2 p 158: 10,11,15,16,23,24,25,26,48 (Change #48 to be: demonstrate how to get each number from 8 to 28 using the "neighbor numbers" around the circle.)
- 16 3.3 p 163: math activity #4,5; p 180: 5,6
- 17 3.3 supplemental assignment #17 from web
- 18 3.3 p 181: 10,11a,12b,14,18-23,52,55,56
- 19 3.4 p 203: 1-6,58,60
- 20 3.4 p 203: 7-10,13,20,59

Exam 2: Tuesday, October 16, 2007 7:00 PM in WTHR 200

| <u>MA 137</u> | | Assignment Sheet | <u>Fall 2007</u> | |
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| 21 | 3.4 | p 203: 11,12,14-18,25,26 (Note that these proble number remainder.) | ems ask for a <u>whole</u> | |
| 22 | 3.4 | p 205: 33,34,37,38,57 | | |
| 23 | 4.1 | p 229: 3-6,11,12,23,24,30 (In #23,24, try to verify or disprove the statements by using various examples and/or by reasoning with the definition of "divides.") | | |
| 24 | 4.1 | p 230: 13-20,25,26,27,28,31,32abc,33,34,36,43 (For #43, do not do parts <i>a</i> and <i>b</i> , simply explain how you know whether the given numbers are not prime without doing <u>any</u> computations.) | | |
| 25 | 4.2 | p 248: 1-9, 23, Fraction Essay | | |
| 26 | 4.2 | p 248: 10,11,13,14,15,20,24,27,28 | | |
| 27 | 5.1 | In groups, create a game or activity using the addition and subtraction of positive and negative integers. | | |
| 28 | 5.1 | p 276: 1-4,7,8,16,20,21,22,35-40,42,49 | | |
| 29 | 5.2 | p 303: 3,4,9,10,29,30,39,44 | | |
| Exan | n 3: Monda | y, November 12, 2007 7:00 PM WTHR 200 | | |

- 30 5.2 p 303: 5,6,11-18,25-28,41
- 31 5.2 p 305: 19-24,31-34,45

NOTE: For lessons 32-35, be sure to explain your work on the word problems.

- 32 5.3 p 329: 5ab,6ad,13abefi,14adeh,17ab,24bd,36,38,39
- 33 5.3 p 329: 5def,6bc,7,8,14gi,17c,18c,24ac,35,37
- 345.3p 329: 5c,6ef,13h,14bcf,18d,40,43,52
- 35 5.3 p 332: 48,49,51,53,54; p 310: problem opener